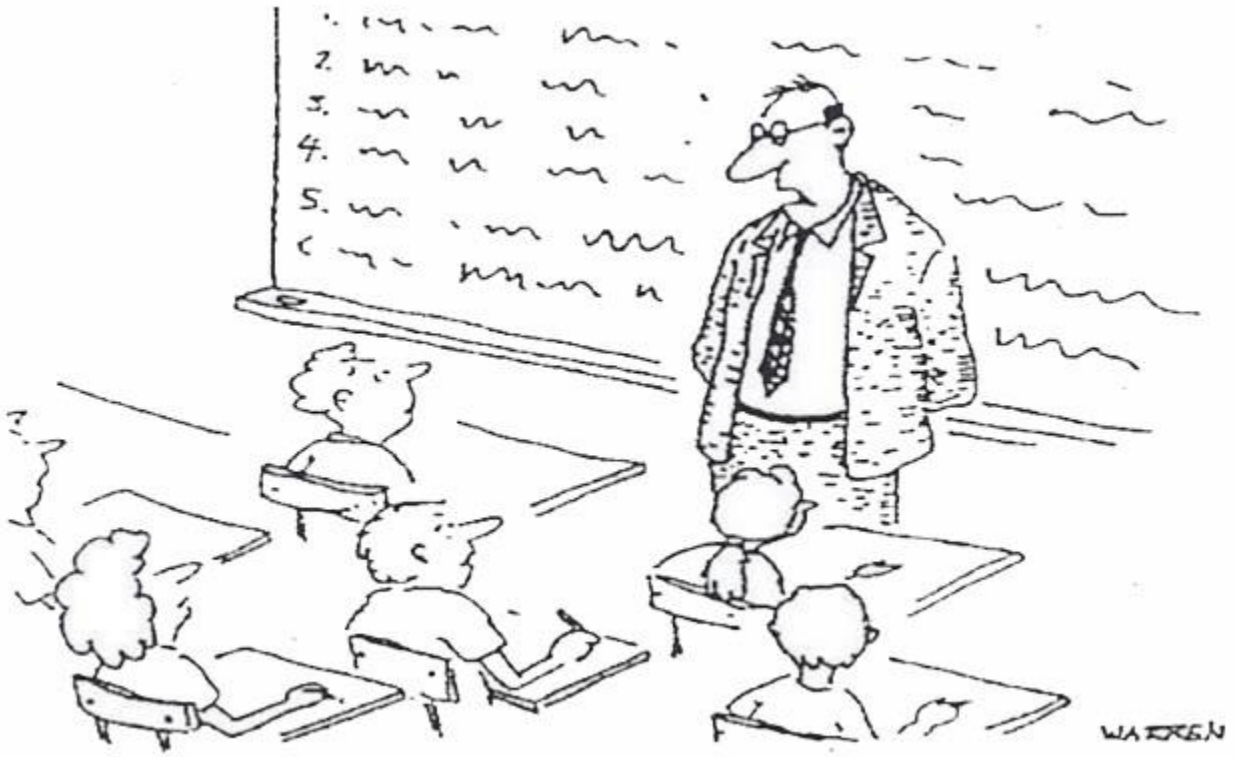
VALUES MATTER

Changing the Culture of Education

Casey Barduhn, Superintendent, Westhill Central School District, Syracuse, NY

Catherine Wolfe CID, NCIDQ, Senior Interior Designer, Ashley McGraw Architects, Syracuse, NY

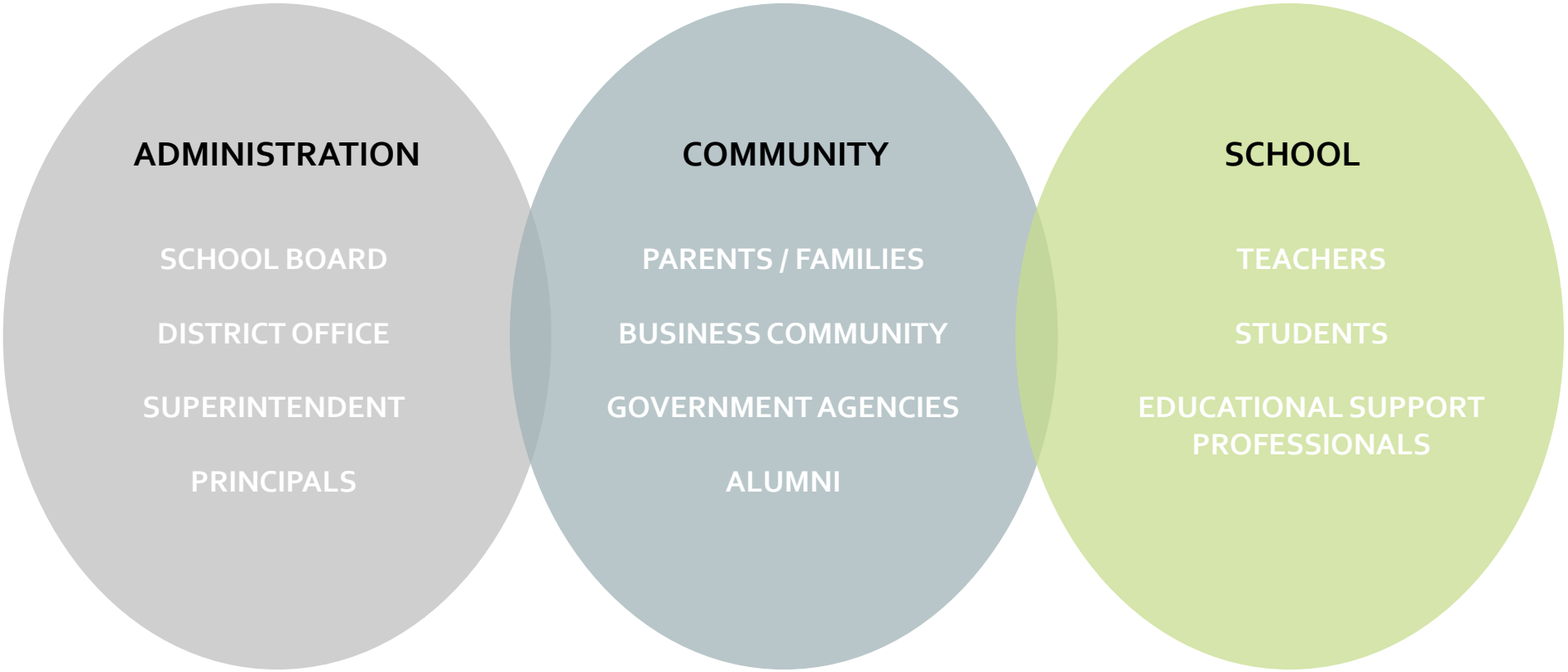
WHAT DO YOU **VALUE?**



"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

The Value of Stakeholder Engagement

Identify key groups of stakeholders at all levels.

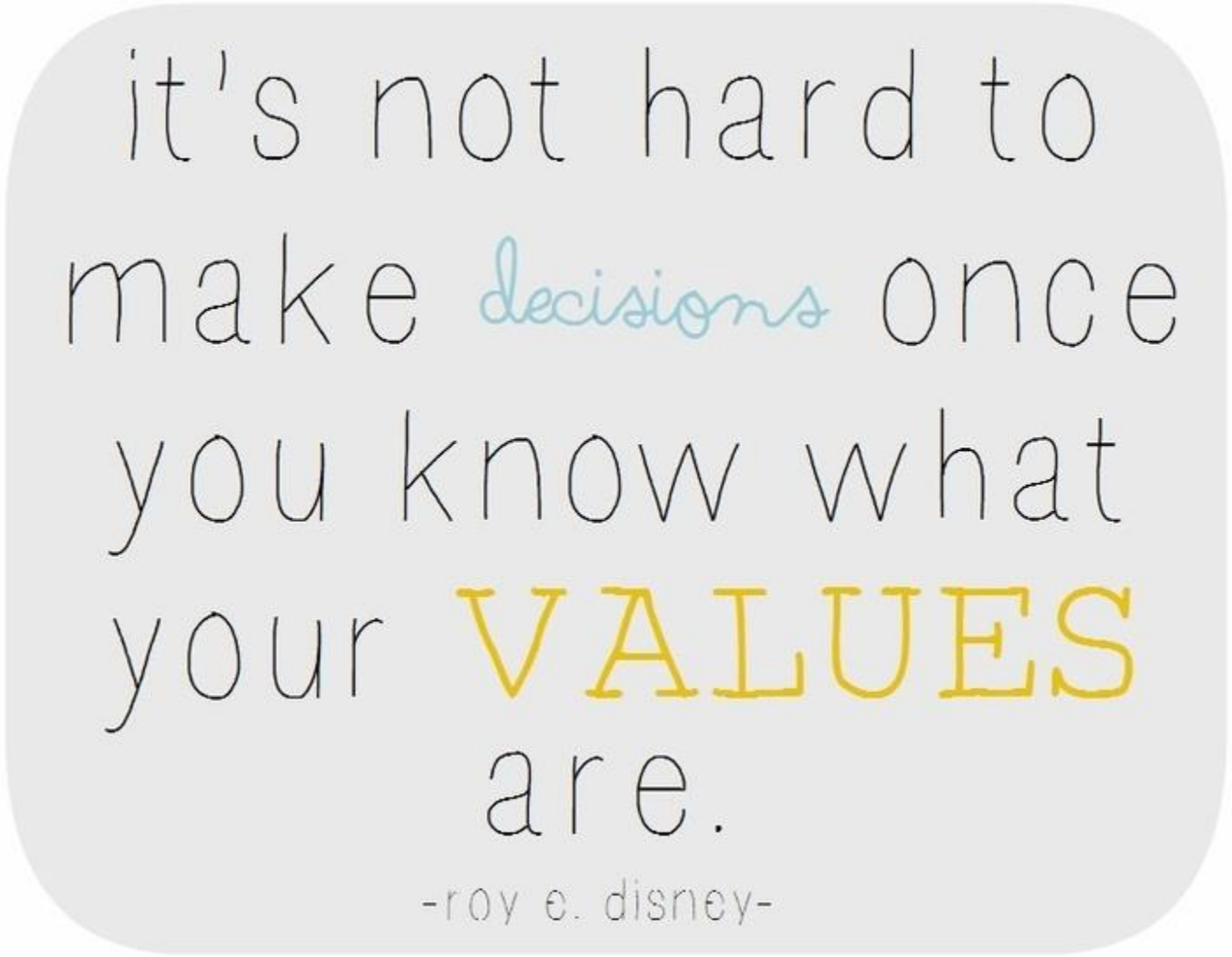


WHAT DO YOU **VALUE?**

- Educational excellence
- Well-rounded students
- High expectations
- Motivated staff
- Unique opportunities for students
- Global thinkers/technology
- College readiness/prep
- Independent, critical thinkers
- Innovative
- Facilities/environment/atmosphere matter

HOW ARE WE **DOING?**

- Are we doing what we say is important?
- Are we funding that which we value?
- Do we talk about our values?
- Does the staff know our values?
- Does the community know our values?
- Do our values match those of the community?


it's not hard to
make decisions once
you know what
your VALUES
are.
-roy e. disney-

Goal Setting

Taking the information from the stakeholders and turning them into district wide goals.

1. All students of the Westhill Central School District will learn in a ***supportive district culture*** and ***climate that fosters a love of learning*** while providing innovative ***educational opportunities in programs that inspire creative, self-motivated, confident, and resilient learners*** who take pride in their work.

2. All students of the Westhill Central School District ***will experience a comprehensive educational program*** that is ***meaningful, collaborative, and purposeful***, designed to promote ***persistent, curious, and self-disciplined learners.***

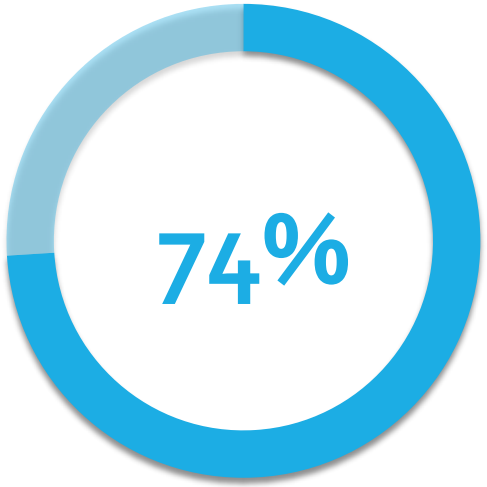
3. All students of the Westhill Central School District shall be ***engaged in inquiry-based instructional*** practice that ***encourages collaboration, risk-taking, and critical thinking*** with demonstrated evidence.

VALUES IMPACT **INSTRUCTION**

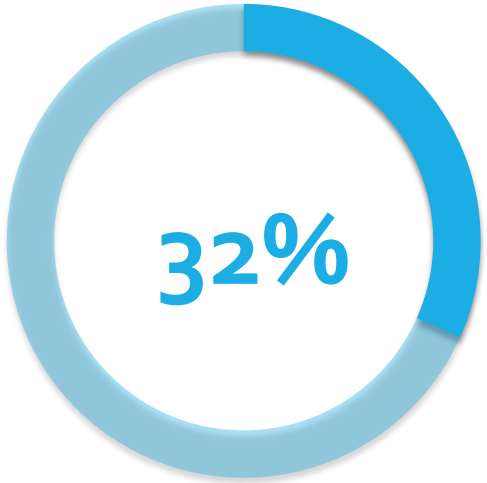
WHAT DOES LEARNING
LOOK LIKE?

Student Engagement Levels

2015 Gallup Student Poll



GRADE 5

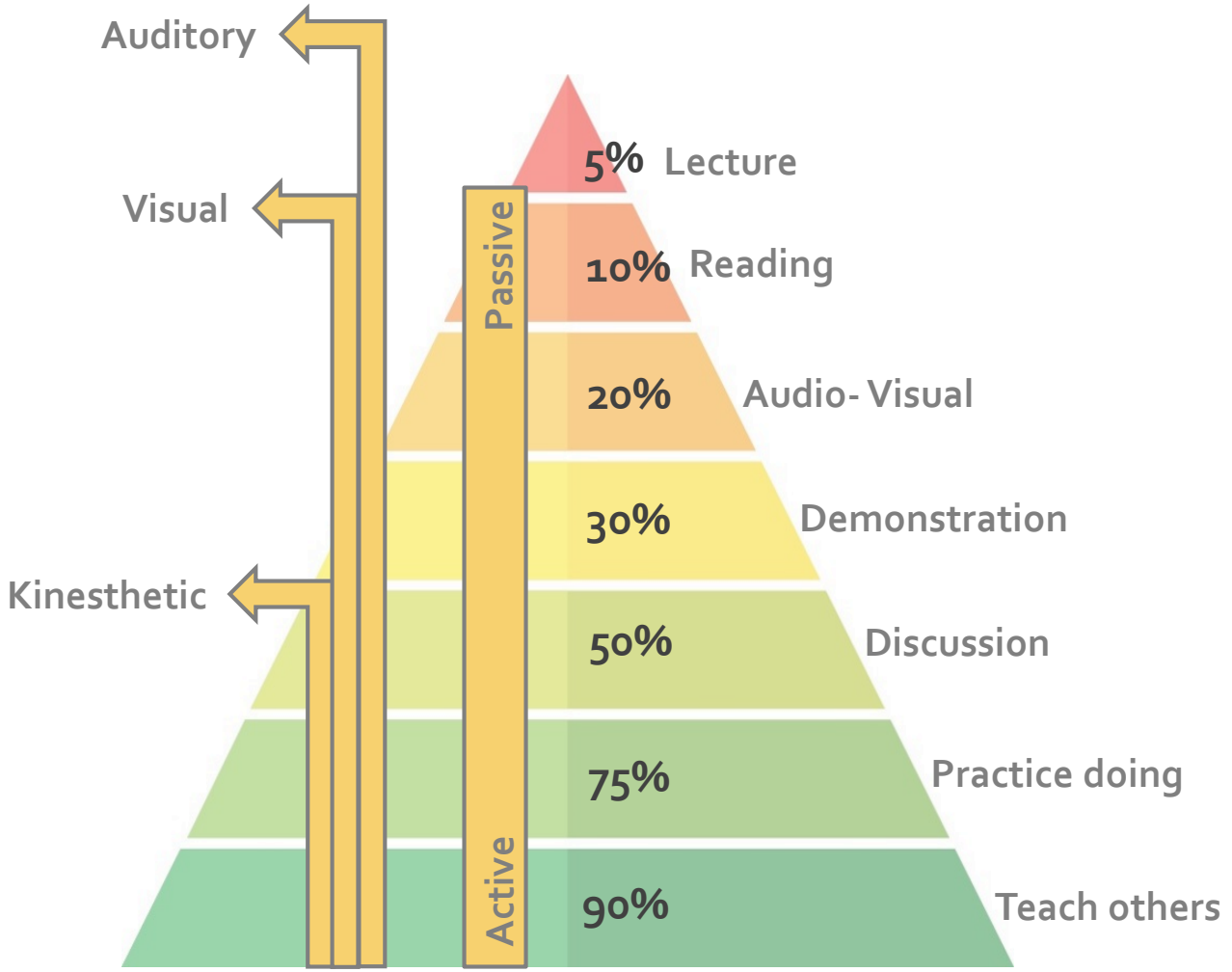


GRADE 11

*Adapted from Gallup Student Poll 'Engaged for Today, Ready for Tomorrow', Fall 2015

The Learning Pyramid

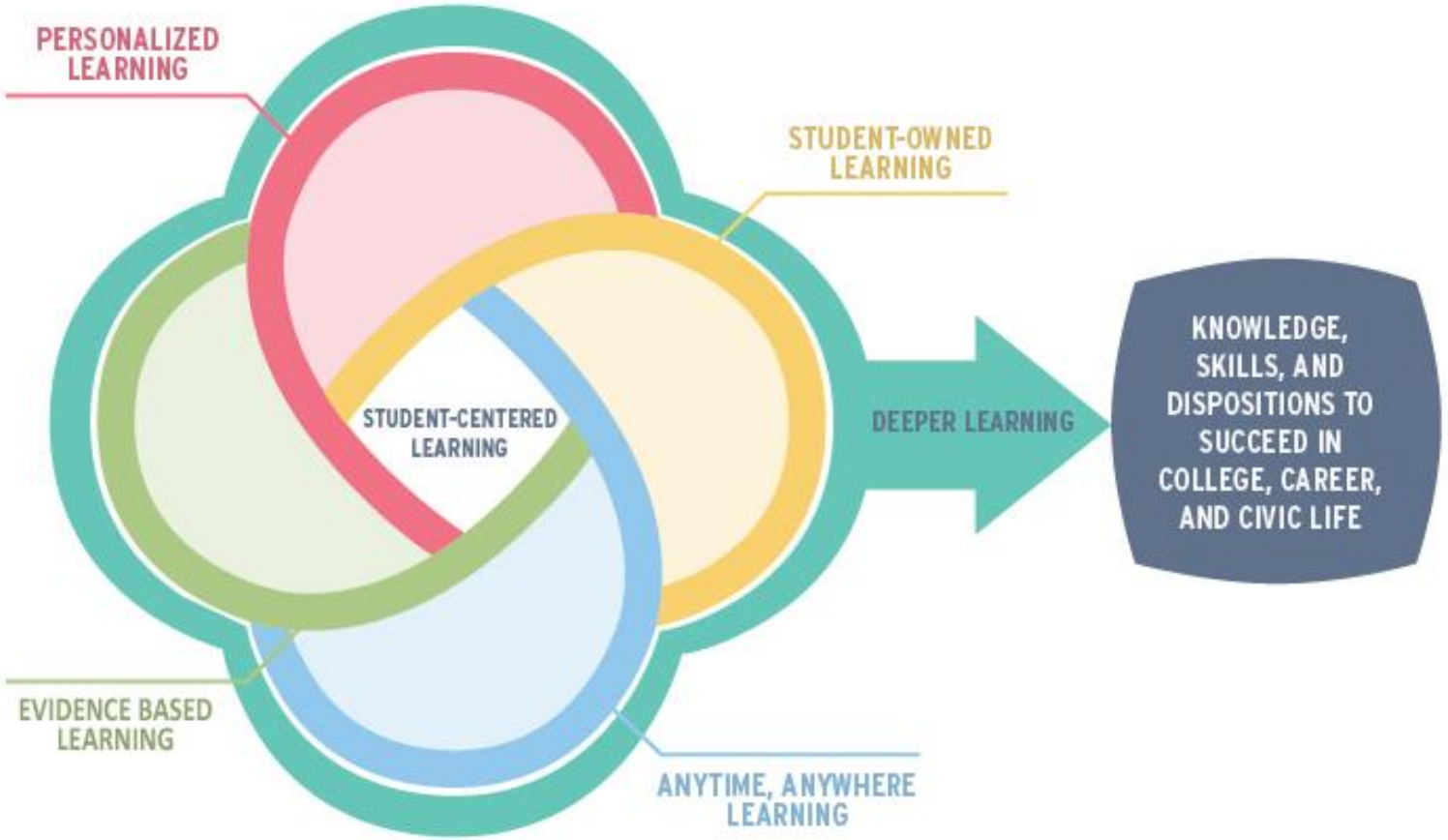
Understanding retention levels at various degrees of activities.



*Adapted from National Training Laboratories. Bethel, Maine

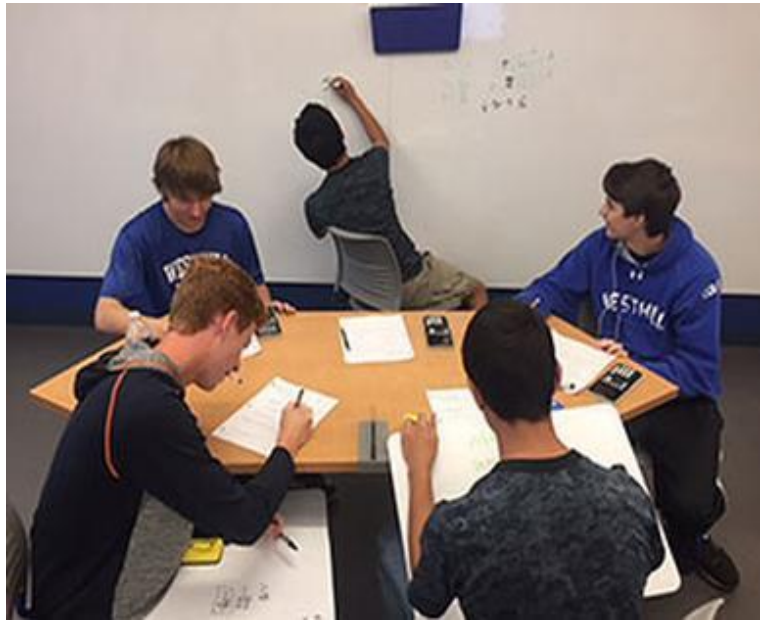
Student-Centered Learning

Setting students up for success in college and beyond.



*Adapted from gettingsmart.com

Learning Should Look Like This



"We will not compromise creative, innovative, caring, and meaningful education."

VALUES IMPACT **BUILT ENVIRONMENT**

LEARNING SPACES SHOULD REFLECT THE VALUES

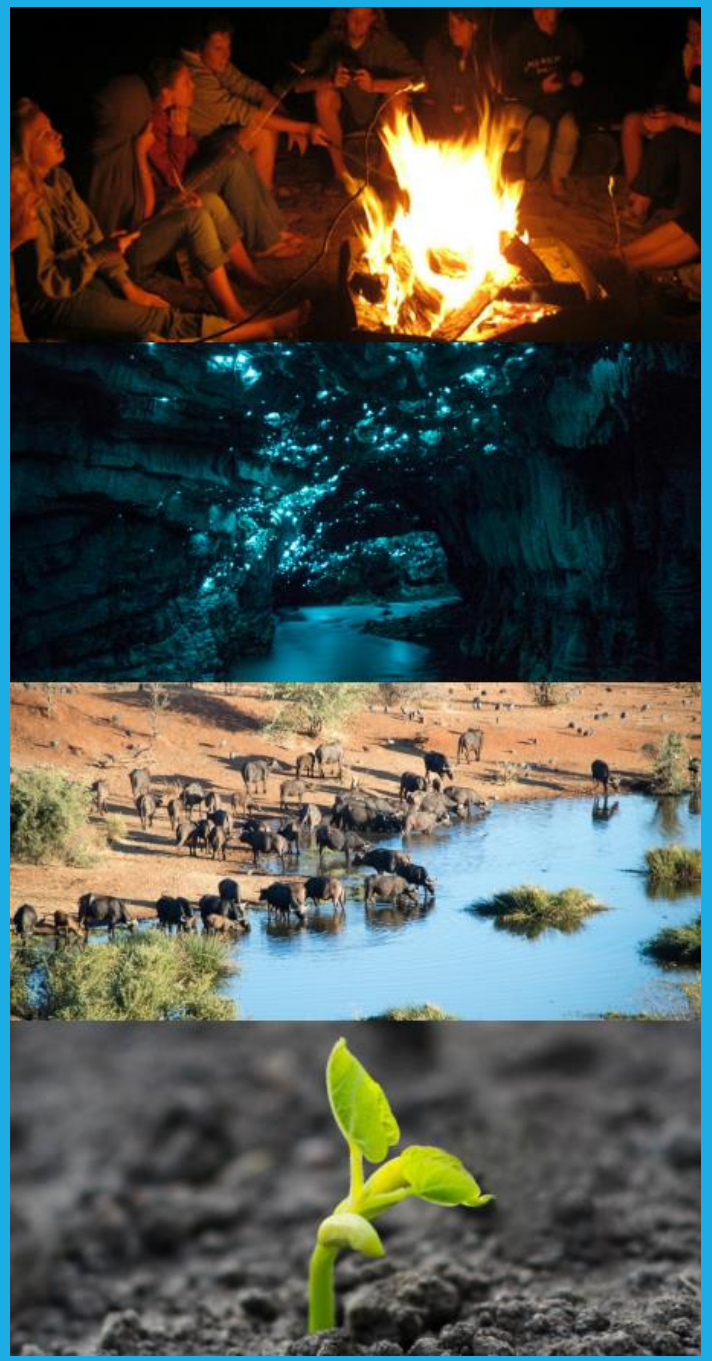
Modernization does not necessarily lead to change.

"Changing the environment of the classroom is not going to change the fact our education system and way of learning is corrupt."

"THE EXISTENCE OF LEARNING COMMUNITIES PROBABLY PREDATES CIVILIZATION. AS WE EMBARK ON OUR GREAT ADVENTURE INTO THE INFOSPHERE OF CYBERSPACE, WE CAN FIND GUIDEPOSTS IN THE PRIMORDIAL OOZE OF CONSCIOUSNESS"

Dr. David Thornburg

'CAMPFIRES IN CYBERSPACE' PUBLISHED JANUARY 1999



CAMPFIRE
CAVE
WATERING HOLE
LIFE

MYTHIC NOTIONS

PROF. DAVID D. THORNBURG
'CAMPFIRES IN CYBERSPACE' PUBLISHED JANUARY 1999

Create Space for Varying Learning Techniques

Providing a variety of learning environments creates opportunities for the learner as an individual to explore varying learning techniques.

01
Direct Instruction

02
Conversational Learning

03
Reflective Learning

04
Experiential Learning

WESTHILL HIGH SCHOOL

Westhill High School *(Before Renovation)*

Westhill Central School District | Syracuse, New York

Westhill High School *(Constructed in 1962)*

Westhill Central School District | Syracuse, New York

Westhill High School *(Before Renovation)*

Westhill Central School District | Syracuse, New York

Westhill High School

Westhill Central School District | Syracuse, New York

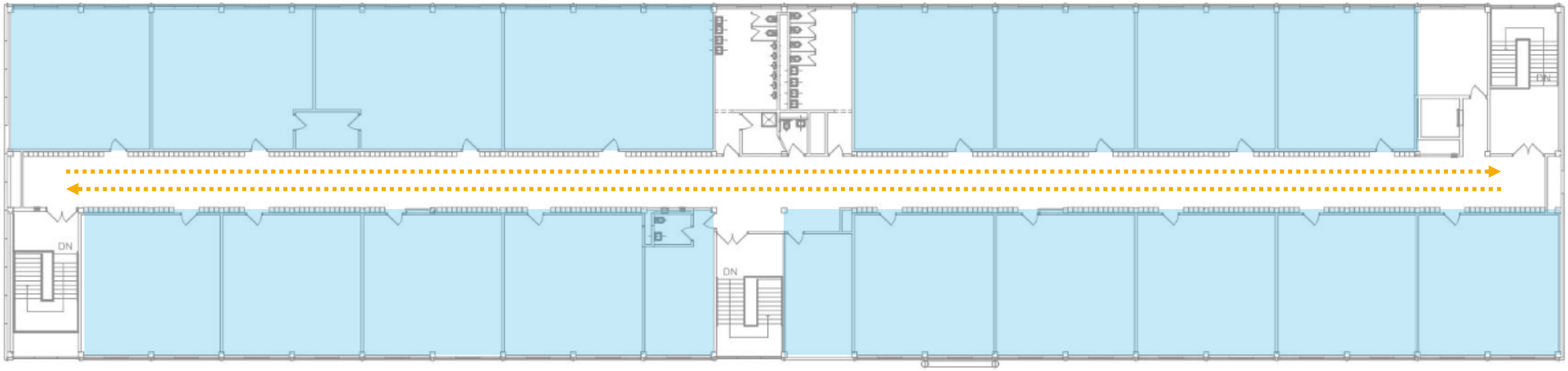
Project Goal

A tool used to turn stakeholder values into guiding principles for a project.

To **change the culture of education** in a way that **encourages student-centered learning** so that students will become **confident, resilient, and self-disciplined learners.**

Westhill High School

Pre-Design Goal: Study how students and teachers move in their current environment

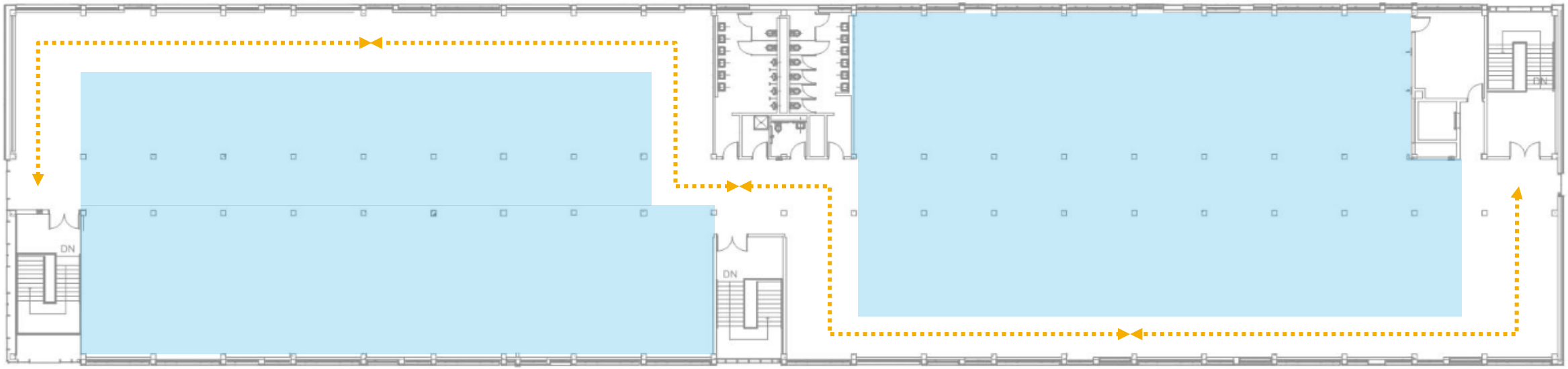


EXISTING FLOOR PLAN

N

Westhill High School

Pre-Design Goal: Study how to organize space and programmatic requirements.

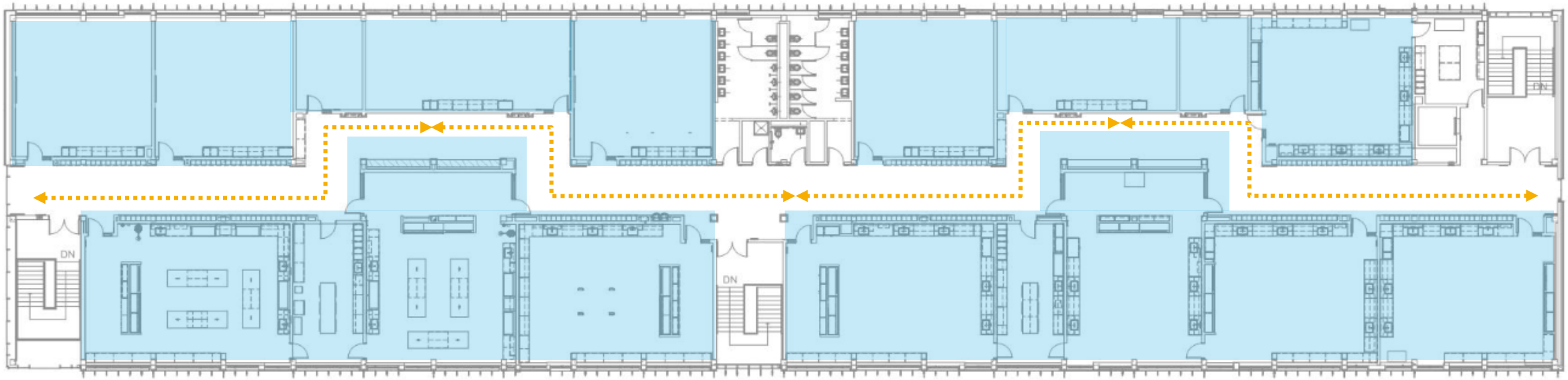


SINGLE LOADED CORRIDOR

N

Westhill High School

Goal: Encourage students and teachers to move and interact with their environment differently.

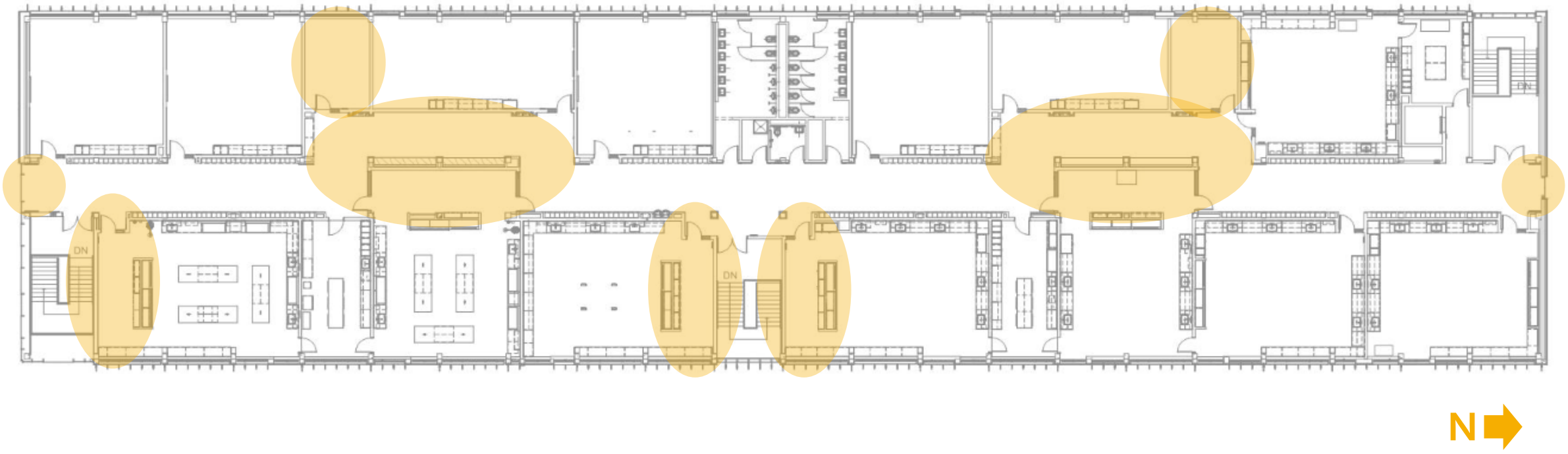


MEANDERING DOUBLE LOADED CORRIDOR

N

Westhill High School

Goal : Create a collaborative culture that encourages student-centered learning.



Break-out space within science rooms to allow for long term experimentation and collaboration.

Collaboration Zones

Creating visual connection to learning.

Collaborative Corridor

Providing opportunities for continued conversations outside of the classroom.

Collaborative Corridor

POST OCCUPANCY EVALUATIONS

Goal Setting vs. Reality

Taking the information from the stakeholders and turning them into district wide goals.

DISTRICT GOALS

All students of the Westhill Central School District will learn in a ***supportive district culture*** and ***climate that fosters a love of learning*** while providing innovative ***educational opportunities in programs that inspire creative, self-motivated, confident, and resilient learners*** who take pride in their work.

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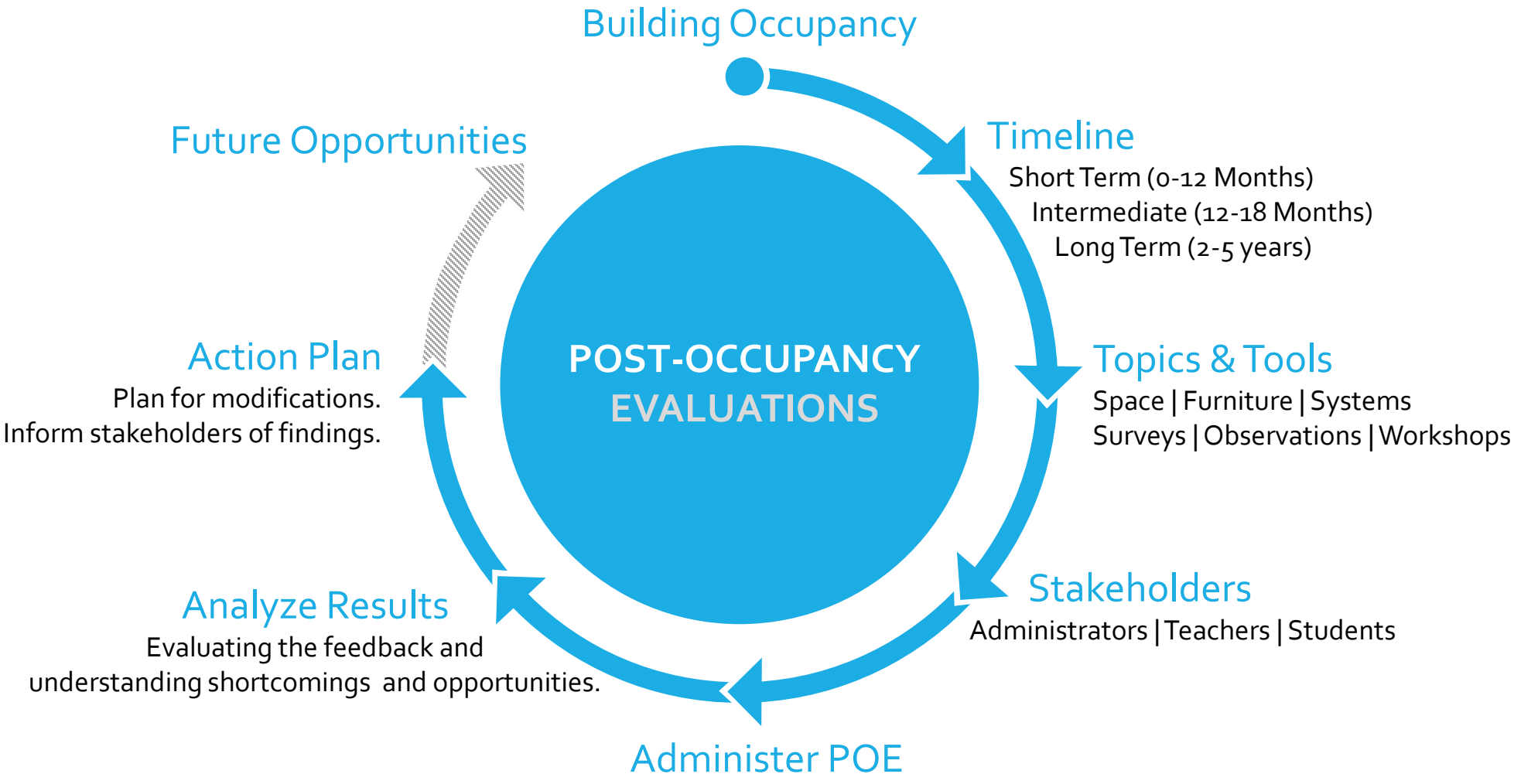
PROJECT GOALS

To **change the culture education** in a way that **encourages student-centered learning** so that students will become **confident, resilient, and self-disciplined learners.**

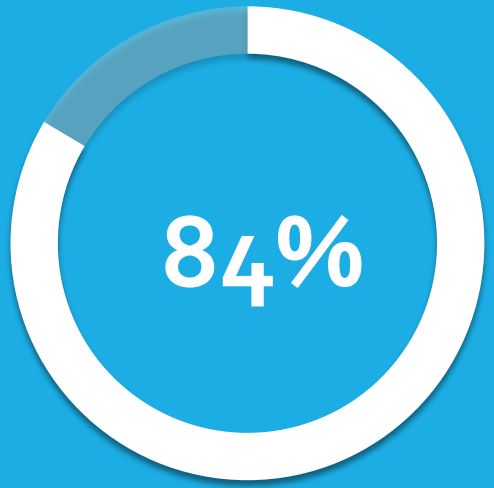
Post Occupancy Evaluations

Identifying the goals and desired feedback for post-occupancy evaluations.

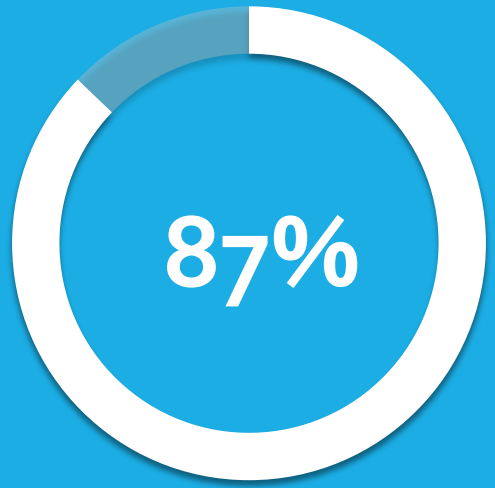


Encouraging Student-Centered Education

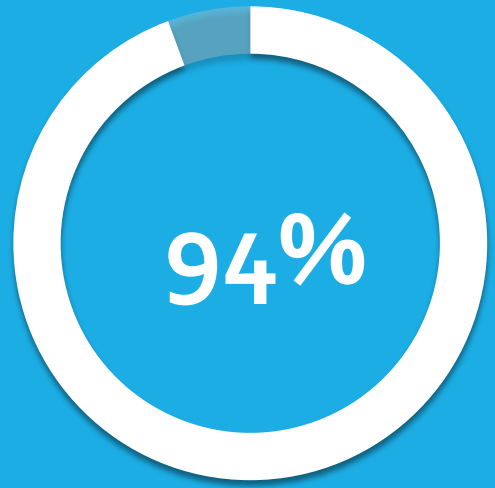
Students respond with their perspective on how student-centered instruction is encouraged on the third floor.



Instruction



Classroom Design



Third Floor Design

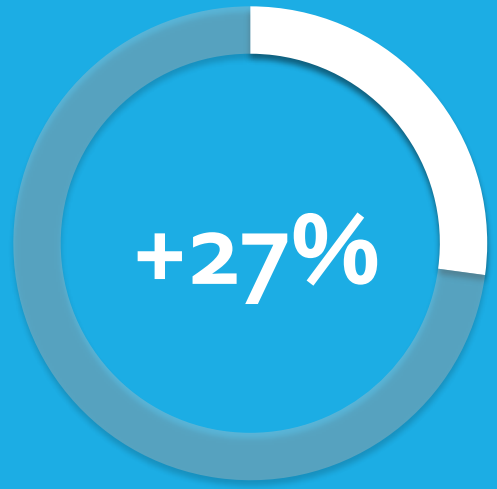
UNDERSTANDING THE IMPACT OF **STUDENT-CENTERED EDUCATION**

The Value of Encouraging Student-Centered Education

Students respond with their perspective on how their skillsets increased with encouraged student-centered instruction on the third floor.

Engagement

Collaboration



Confidence

The Value of Encouraging Student-Centered Education

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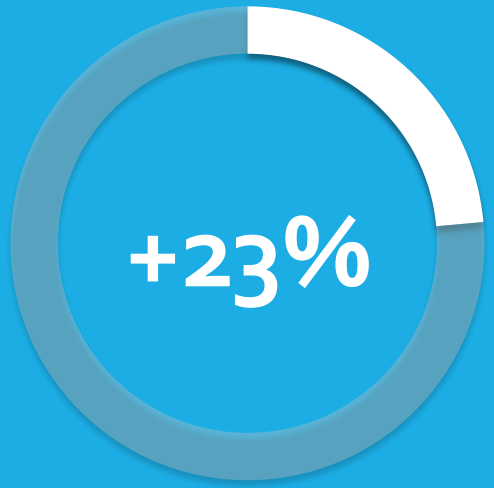
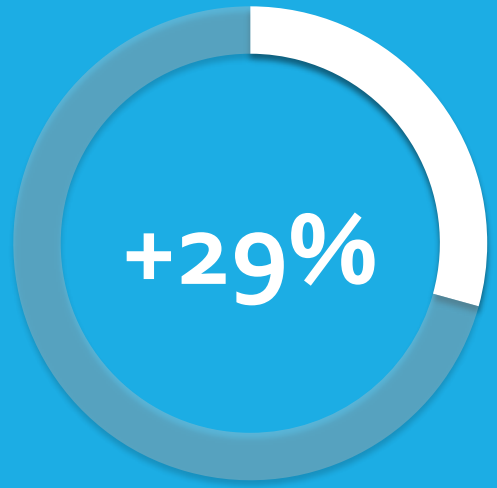


Risk Taking

Self-Motivation



Critical Thinking

FUTURE **OPPORTUNITIES**

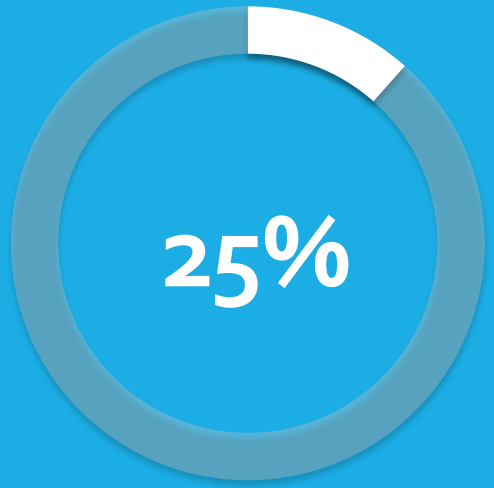
PHASE TWO

RENOVATION OF FIRST AND SECOND FLOORS INCLUDING

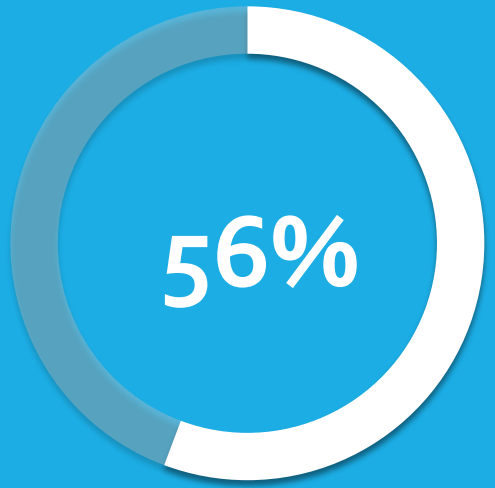
- CONTINUED EMPHASIS ON ENCOURAGING COLLABORATIVE CULTURE OF **STUDENT-CENTERED EDUCATION**
- RE-IMAGINATION OF MEDIA CENTER AS **'HEART OF THE SCHOOL'**
- **PROFESSIONAL SPACE** FOR TEACHERS

Cross-Disciplinary Learning

Teachers were surveyed on how often cross-disciplinary learning implemented.
Students were surveyed on how often similar content is taught in different classes.



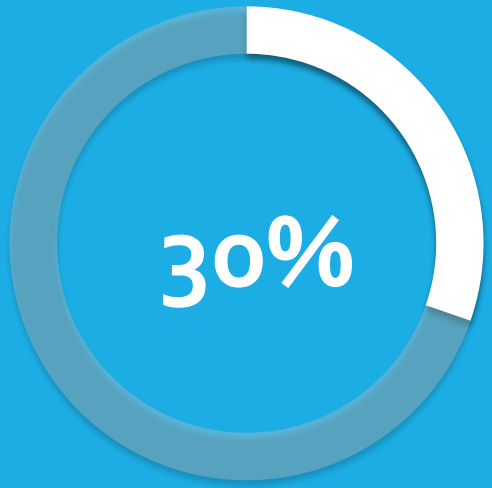
Teachers



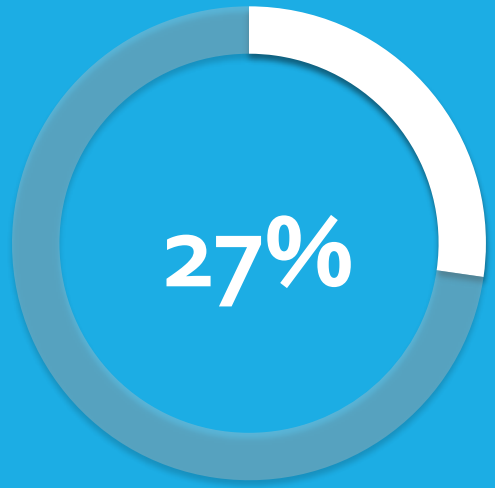
Students

The Media Center : 'Heart of the School'

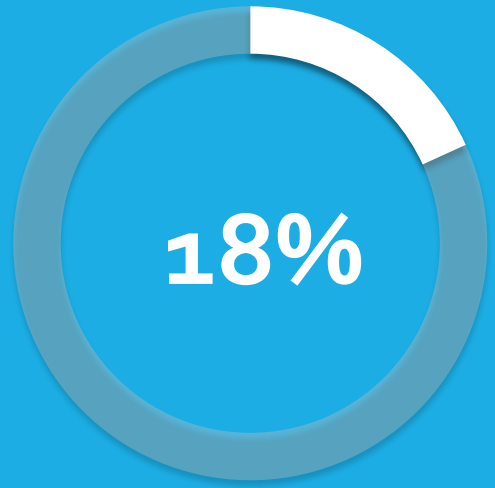
Teachers were surveyed : "How often do you visit the library per school year with your class?"



Never

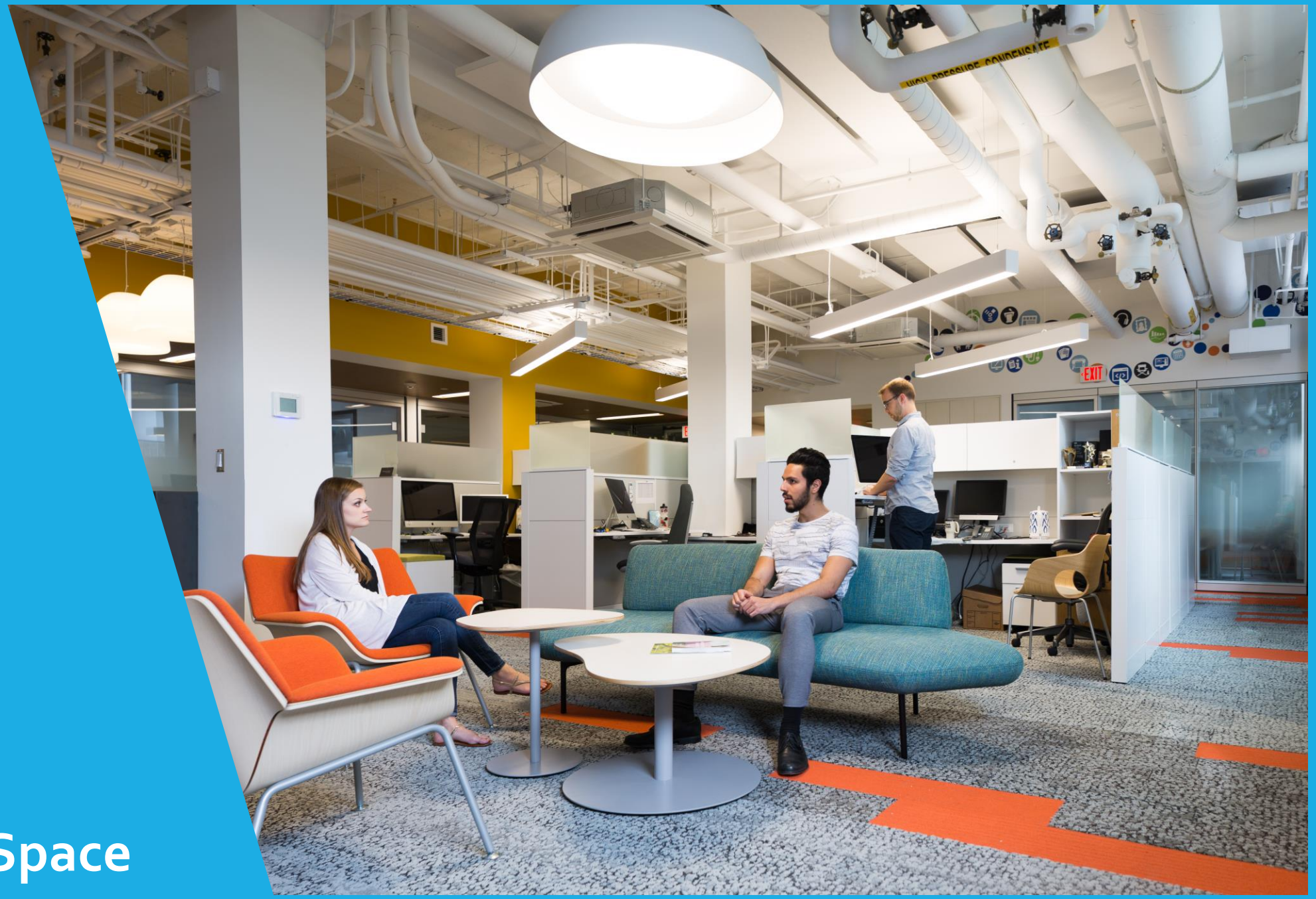


Once Every 6 Months



Once a Year

Shifting from teacher lounges to professional workspaces.



Professional Space

THANK **YOU!**

VALUES MATTER

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Ashley McGraw Architects, Syracuse, NY
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